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SASKATCHEWAN'S GREAT CAMPAIGN for BETTER SCHOOLS

1915 - 1916

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THIS PAMPHLET HAS BEEN PREPARED BY THE SASKATCHEWAN
PUBLIC EDUCATION LEAGUE AND MAY BE HAD IN ENGLISH,
FRENCH, GERMAN AND RUTHENIAN

A NONPARTISAN Movement: All citizens, without distinction of Party, Race or Religion, are invited to unite in this good cause.

A POPULAR Movement: Your co-operation is desired and needed, no matter what your occupation may be. You may not be an expert but you can help the experts.

A PROVINCE-WIDE Movement: Help should come from every city, town, village and rural school district in Saskatchewan. See that you and your community do your share.

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Arrangements have been made whereby additional copies may be obtained through the Department of Education, Regina.

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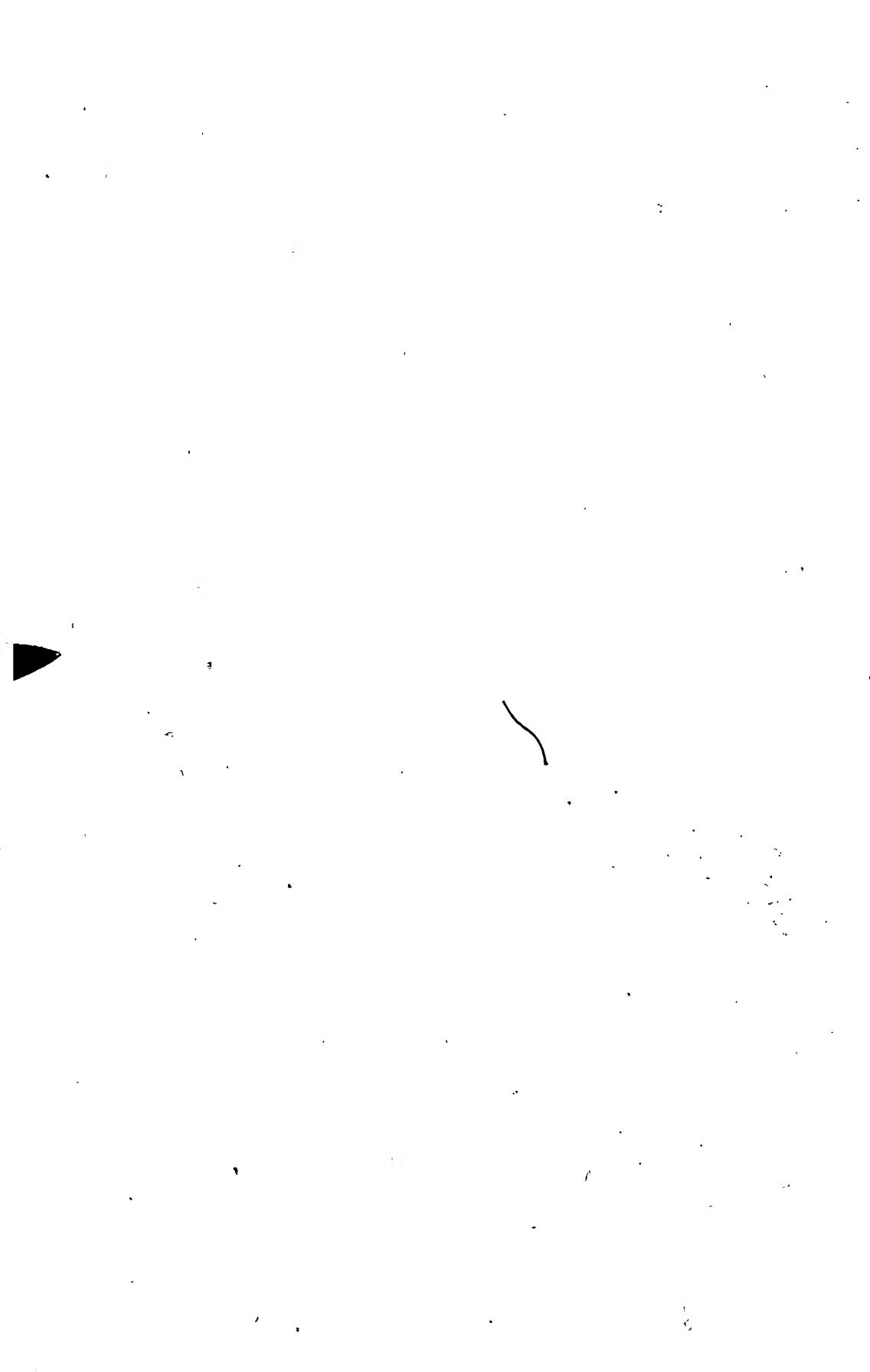
W. W. ANDREWS, I.L.D.,
2152 Angus Street, Regina.

Convenor of School Survey Committee

NORMAN F. BLACK, D.Ped.,
2067 Retallack Street, Regina.

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Educational Reforms Foreshadowed

THE PREMIER'S INVITATION

Report of Address in Legislative Assembly June 22, 1915

The Time Has Come to Consider Revision of Saskatchewan School System.—Some Possible Reforms Suggested for Discussion.—Everybody Interested Invited to Co-operate.—An “Educational Reform Session” of Legislature Proposed.

In moving that Committee of the Whole report the Bill respecting Schools, Mr. Scott, as Minister of Education in charge of the Bill, said that the members might remember that when moving the second reading he had stated that while his belief was that we possessed a school law and a school system which have given very good results, yet he did not hold the view that the law or the system were all that could be desired. The fact was that he had a growing conviction that our rural school system was not yielding the results which the large expenditure upon it, both from the provincial revenues and by the school district ratepayer, should warrant the people in expecting from it.

ADAPT SCHOOLS TO PRESENT CONDITIONS.

He was almost prepared to declare that the time was rapidly approaching, if it were not already here, when the system itself should undergo a thorough overhauling and in some respects be radically changed, with the purpose of procuring for our children a better education and an education of greater service and utility to meet the conditions of our chief industry, which is agriculture.

MAXIMUM RESULTS FROM EXPENDITURE.

When one saw the good results obtained in some districts and the comparatively meagre results obtained in other districts, the conviction was borne home that in this latter class of districts a great deal of good money was—would he say wasted?—that was not precisely what he meant—but he believed that a great deal of expenditure was being made which was not yielding full results, not giving the results that were had from the same expenditure in other districts. What he had in mind to say was not that we should spend less on education, but that perhaps by increasing the expenditure say 15 or 20 per cent. we could obtain thereby 100 per cent. better results, which would be wise economy.

PUBLIC DISCUSSION OF PROPOSED CHANGES DESIRABLE.

Such changes as he was alluding to could not be accomplished all at once. Indeed, he might say that if there was a plan of alteration completely mapped out and wholly satisfactory to himself as minister and to the department and to the educational authorities and experts throughout the province—a state of affairs which did not exist at all—he shou'd think it extremely unwise to ask the Assembly to ratify any such plan of alteration at this time. No momentous change in our public school system should be attempted until the whole people had become awake to the fact that a change is needed and until they had satisfied themselves that changes in certain directions would be a good thing for all concerned.

SCHOOL REFORM SESSION PROPOSED.

What he was saying now with reference to reform of our public school system was intended to start the ball of public discussion a-rolling. This session might be looked back to as a temperance reform session. Now everyone agrees that education is the first and most essential function of a government and such being the fact, would it not be in order that next year or the year after, or at all events in some year not too far ahead, the Legislative Assembly should devote itself with equal earnestness to public school reform so that some one session might be pointed to in after years as the session of the reform of the common school sysfem.

LANDS UNTAXED FOR EDUCATION.

Had he any specific reform or reforms in mind? Yes and no. He had many ideas of reform or suggestions of improvement in mind, but all he was as yet prepared to commit himself to was this, that some decided and pronounced reform was every year becoming more urgently necessary. There was this glaring condition, for instance, that a large acreage of taxable lands lying outside of school district boundaries was carrying no share of the burden of education beyond the trivial cent an acre Supplementary Revenue tax, in face of the undisputed and indisputable principle that all property should be equitably taxed for state education.

AGRICULTURAL EDUCATION.

The Premier proceeded to urge that in this province especially a prime object that ought never to be lost sight of was to make our educational system produce and train a population with a strong bent towards agriculture. The rural public school was the all-important institution. If the rural public school operated in any degree to make boys and girls discontented with the farm or farm life, it was in that degree operating against the promotion of Saskatchewan's primary and essential industry. Therefore our school system could be counted as a useful and successful institution only in so far as it turned out boys and girls fitted and willing to make agriculture their life work and to carry it on efficiently.

PERMANENT TEACHERS.

One outstanding weakness in our system was the lack of permanency in the teaching profession, especially in the rural schools where the genuinely capable teacher was most urgently required. The rural school

teacher ought to be a person of character and weight and influence in the community, because it was a person of real force of character who could exercise the desired influence upon the children and obtain the desired results from the school. We certainly could never hope to achieve the best results until the rural school teaching profession became a reasonably permanent profession in its personnel and this was one of the main items of the inquiry which he was suggesting.

RURAL HIGH SCHOOLS.

Another thought might be offered for consideration, which was the idea of a system of rural high schools. It was true that the present city and town high schools and collegiates were open to rural pupils, and children from rural districts attended, but after all a very small percentage of rural pupils did attend. He was by no means satisfied that attendance by country pupils in the city high schools did not have a tendency to make them discontented with farm life rather than keen to follow agriculture as their life work. But apart from this point, a system of rural high schools would certainly bring the chance of a more advanced education to many rural pupils who now cannot reach the high school.

EDUCATION IN SPARSELY POPULATED AREAS.

Then there is the further problem of children in districts so sparsely populated as to make any school organisation under the existing system impossible. In the present bill new provisions were added in the direction of partly remedying an existing weakness, so that areas which cannot support a school may be organised and taxed for the conveyance of the few children to a neighbouring school. But he submitted that we had no right to be satisfied with our system so long as it failed to provide an available means of education to every single child in the province.

GOVERNMENT GRANTS.

The results obtained in rural schools were very uneven. In certain schools much better work was done than in others, identical or similar grants being paid to each. Perhaps the time had come to substantially alter not so much the scale but the system of grants, not to lessen the aggregate sum paid in grants by the Legislature but to so change the school grants law that the amounts earned would depend on the class of work done in the school more than at present—in other words, that good work and good results should earn better grants than poorer work and poorer results should earn.

INSPECTION AND SUPERVISION.

To the question of inspection and inspectors—and the Premier reminded the committee that it was the rural school problem that was referred to—he contended that too great importance could not be attached. Eternal vigilance was necessary, and it fell upon the public school inspector to exercise it. We now had an excellent staff of inspectors. Naturally some of them were better than others. The better ones would be better still if intrusted with more authority—if, for instance, they could enforce their counsel to boards and teachers under a system in which grants were

to a considerable extent dependent on their opinions and recommendations. There had been a suggestion mooted to permit rural municipalities to unite in the employment of a superintendent. City school boards employ superintendents. For instance, four municipalities might unite and employ a superintendent who would have under him the fifty or sixty schools in the four municipal units. Perhaps some such system might be worked out and the government contribute part of the cost. He expressed no opinion at present. This and other suggestions he was mentioning expressly to stimulate discussion.

CO-OPERATION INVITED.

The Premier concluded by inviting the Opposition and all members of the Assembly to co-operate in an entirely nonpartisan way towards the promotion of a thorough and comprehensive stirring of the public mind on this rural school problem. The subject gave neither room nor provocation for partisan differences. Where there had been such differences in the past these arose out of some merely incidental feature. On the substantial body of our educational law and system there always had been, fortunately, complete harmony between the parties. If reform was now needed any possible reform would certainly be more likely to be obtained by all uniting in an effort to find the way than if partisan, or religious or racial feelings are allowed to enter the discussion. Therefore he cordially requested Mr. Willoughby to join in the task which he was outlining.

GOOD WORK HAS BEEN DONE.

Just a closing word, he said, to save misapprehension. Let no person take from what he said the idea he held other than the strongest admiration for those men who had built up our system and the ones who today are carrying it on. They were entitled to the highest praise. The system, keeping conditions in view, had shown results which had won high praise for it and in his opinion deservedly.

GENERAL OUTLOOK.

But would or could any person question the proposition that in many districts present results were not commensurate with the outlay and sacrifice on the part of the province and of the ratepayer? Then, who could doubt the duty resting on us? Was it too much to hope for a policy which would strengthen the weak places in our system—an up-to-date, energetic, genuine rural education policy, under which would operate a system of schools encouraged and safeguarded by intimate thoroughly expert supervision, presided over by adequately trained teachers having an impelling and permanent interest in the work through its being their life work—a policy and a system insuring an education to every child in the province no matter where placed nor how placed—and a policy and system which would directly and actively work towards a solution of the general rural problem, that great problem of keeping and bringing population on and to the land.

THE LEADER OF THE OPPOSITION APPROVES

Favours a Nonpartisan, Popular and Province-Wide Campaign of Discussion of Educational Conditions and Possible Reforms

In reply to Mr. Scott's official announcement in the Assembly on the matter of educational reform, W. B. Willoughby, K.C., the leader of the Opposition, said that he was by no means satisfied with the present educational system in Saskatchewan, and had expressed himself already to that effect in the House. He had been considering the propriety of making the question a prominent plank in the platform of the Conservative party, but in view of the speech made by the Premier, he was glad that he had not done so, as it might have tended to make a party matter out of something that should be approached in a nonpartisan spirit.

A DEFECTIVE SYSTEM.

He thought that upon the whole the administration of the present school system was fairly good, but that the system itself was defective. He was sick of the eulogy that had been heaped upon it. He wanted, in his opinion, a kind of education which would encourage the children to stay on the farm.

PROMOTION OF AGRICULTURE.

As a practical measure for the encouragement of the teaching of agriculture in the rural schools, Mr. Willoughby suggested the establishment of a system of small experimental plots throughout the province, which might be cultivated under the direction of the University of Saskatchewan or the Department of Agriculture.

"The problem of the rural school and the teaching of agriculture does not reach anything like the same importance in, say, such a province as Ontario, that it does in this province," he said. "The primary duty of the rural school is to serve the needs of an agricultural community and to adapt the teaching in the school to the advancement of this idea. Some system should be devised to bring secondary education more generally in reach of the farmer."

TRUSTEE SYSTEM UNSATISFACTORY.

The present trustee system, Mr. Willoughby said, had been a legacy and an imitation from the system in vogue in Ontario, and had simply been embodied in its entirety in our own school system when the latter was inaugurated. The fact was, however, that the two provinces were totally dissimilar, geographically and industrially. Accordingly, he urged the abandonment of the present trustee system, which, he said,

was archaic and unsuited to the province. As a solution of the problem, Mr. Willoughby favoured the creation of school boards having jurisdiction over wide areas, as suggested by the Minister of Education.

SCHOOL STUDIES.

In dealing with the Course of Study, he said that in his opinion it was badly overloaded. As for the High Schools, it seemed at present to be to too great an extent their aim to impart an education specially fitting those attending it for professional life or for the continuation of their studies in the University rather than to provide the necessary equipment for the ordinary walks of life. There should be in particular, more intelligent study of English literature in order that the students might develop the reading habit, which, he said, would bring them much comfort and culture in after years.

EXAMINATIONS.

Mr. Willoughby took strong exception to the existing examination system, saying that altogether too much emphasis was laid upon the results of these written tests.

~~SALARIES AND PENSIONS.~~

He commended the suggestions of the Premier with regard to a system of old age pensions for inspectors and said that some sort of pension scheme should be adopted for the teaching profession generally. In this connection he recommended the equalisation of salaries to a much greater degree than is at present in force, and suggested that every inducement should be placed in the path of the young men and women who took up teaching, to continue in their profession.

TAKE SCHOOL SYSTEM OUT OF POLITICS.

"The school system," said the leader of the Opposition, "must be absolutely and entirely divorced from all politics and separated from all party influences." He promised the support of his party in such changes as those proposed by the Premier, indorsing the idea that this is a matter in which the whole body of citizens in the province should unite so that the real needs would be rendered evident and adequate reforms could be secured.

SASKATCHEWAN PUBLIC EDUCATION LEAGUE

Why It Was Formed—What It Is—What It Is For— YOUR Place in the WORK

In response to the suggestion of Rev. W. P. Reekie, about thirty persons from various parts of the province met at luncheon at the King's Hotel, Regina, on July 27, 1915, to consider whether action might be taken to arouse and organise public opinion in regard to public education. Dr. Norman F. Black, as an educator familiar with existing conditions and suggested reforms, was asked to outline the present school system with special reference to those aspects of it that seemed defective. Prolonged discussion followed Dr. Black's address, and the persons present, by resolution, formed themselves into a Citizens' Committee on Public Education and appointed provisional officers and an executive to develop the movement and prepare the way for a permanent organisation.

In response to personal and public invitation by the provisional executive, a large number of persons, representative of various races, religions, and occupations within the province, met in an organising convention in the Y.M.C.A. Auditorium, Regina, on September 22, 1915. A survey of the aims of the movement was made by the chairman, Rev. W. P. Reekie, and addresses were given as follows: By Professor Oliver on "The Country School in the Non-English District;" by W. A. Thomson, M.D., on "The Physical Side of Education;" by Dr. W. W. Andrews, on "The School as a Community Centre," and by Dr. Norman F. Black, on "School Administration;" these addresses evoked earnest discussion.

At the evening session a permanent organisation was effected, under the name "Saskatchewan Public Education League."

In its membership the League desires to enrol every adult in the province who is interested enough to join. There are no barriers other than that of personal indifference. The annual membership fee is one dollar. This will be applied to the printing and secretarial expense of the League. Members will be entitled to free copies of the various publications issued by the League.

The association is devoted simply to making the people more familiar with the needs of the schools and the schools more familiar with the needs of the people. It recognises no political or religious distinctions and it faces, as its immediate task, the work of encouraging, organising and assisting the study by the general citizen body, in every corner of Saskatchewan, of how our schools may be so bettered as to be of the greatest possible value to the children, their parents and neighbours, and the province at large.

The League will hold numerous district conferences especially in the first quarter of 1916, and a great provincial convention at a date to be announced in due course. To the utmost possible extent, the associa-

tion will co-operate with any and every existing agency interested in the improvement of our schools and the betterment of educational conditions generally. Indeed, it is hoped that every such organisation will at once consider itself an ally of the League and will independently and immediately proceed to devote serious study to the welfare of the people's schools.

It will be among the functions of the League to issue and circulate pamphlets and questions for answer by teachers, trustees and others; to act as an agency both for gathering and distributing educational information; and, in so far as is practicable, to provide a bureau of competent public speakers whose services will be available wherever desired for the promotion of intelligent interest in educational progress. After the necessary investigation and public discussion, the League will possibly frame definite recommendations in aid of the Legislature in its coming task of revising our elementary and secondary school system in accordance with the enlightened wishes of the people of Saskatchewan.

While the services of many prominent leaders of thought have been placed at the disposal of the League without charge, the expense of printing and mailing circulars in numbers great enough to cover the province is necessarily very heavy. Accordingly, in issuing the present pamphlet the League has asked and promptly been given the financial support of the Government of Saskatchewan. Other pamphlets and circulars the League is publishing and distributing at its own expense. Among these is a booklet containing Dr. E. H. Oliver's report of his survey of educational conditions in certain non-English communities.

On page 14 of this pamphlet suggestions are given for the organisation of local branches of Saskatchewan Public Education League such as it is hoped will be formed in every locality.

The League includes a large General Committee, representing in so far as possible every part of the province and all its racial and religious elements. Every local branch is entitled to name one representative upon the General Committee. The ordinary business affairs of the League are conducted by the executive officers and the Central Committee, and by sub-committees appointed by them.

The League recognises that it cannot accomplish to the full its task of helping to prepare the way for the revision of the school system, as foreshadowed in the Legislature, unless it secures ready and vigorous support in every quarter. ARE YOU WILLING TO HELP?

The first step will be to become familiar with the actual educational problems upon which it is necessary that the Assembly should know the people's will. Some of them are indicated on page 16.

PUBLIC DISCUSSION

In order that our various educational problems may be thoroughly discussed and wise solutions thus rendered possible, much public discussion will be necessary on the part of:

General Meetings of Citizens and Ratepayers,
Community Picnics,
Religious Bodies,
Labour Unions,
Boards of Trade,
Grain Growers' Associations,
Agricultural Societies,
Homemakers' Clubs,
Women's Organisations,
Literary Societies,
Canadian Clubs,
Educational Associations,
School Boards,
Medical, Dental, Legal and Ministerial and other professional Associations,
Commercial Associations,

and all other organisations interested in the welfare of the children of Saskatchewan.

In organising these meetings it will, of course, be entirely unnecessary to wait for inspectors, teachers, trustees, and special representatives of Saskatchewan Public Education League to take the initiative; but all such persons, directly connected with educational interests, are urgently requested to take steps without delay to secure public discussion of educational needs and conditions in every corner of Saskatchewan.

ARE YOU READY TO DO YOUR SHARE?

FORM LOCAL BRANCHES Of Saskatchewan Public Education League in Your Locality

SUGGESTIONS FOR ORGANISATION.

1. Call a general meeting of ratepayers and other adult friends of education.
2. Explain the purposes of the movement, using this pamphlet. Discuss a few of the topics suggested in the following pages. (Arrangements for this discussion should be made beforehand.) Move that those present form themselves into a Local Branch of Saskatchewan Public Education League.
3. Appoint an executive committee consisting of president, secretary treasurer, and any other officers and committees that may seem necessary.
4. Duties of Secretary Treasurer.—To receive local funds and to expend them in accordance with instructions of the local association on vouchers signed by the president; and to forward to the Press and to Saskatchewan Public Education League all important news items and resolutions passed by the Local Branch.
5. Fees.—These should be optional with the Branch. It is suggested that the annual membership fee be one dollar per family and that the balance not required for local expenses be forwarded to the secretary treasurer of the Saskatchewan Public Education League to help meet the very heavy outlays incidental to the publication and distribution of literature and the payment of other unavoidable expenses of a long provincial educational campaign.
6. Arrange for future meetings for further discussion.
7. Appoint particular individuals or small committees to study and report upon special topics assigned.
8. Express in formal resolutions the results of the mature deliberations of the Branch and send copies to the local representative in the Legislative Assembly; to the local press and especially to Dr. Norman F. Black, Convener of School Survey Committee, Saskatchewan Public Education League, 2067 Retallack Street, Regina, who will deposit them in the Legislative Library for record.
9. Report on the proceedings and discuss educational topics to the Press.
10. Consider securing outside speakers.
11. Local Branches of Saskatchewan Public Education League and the friends of education in general should hold district conferences at convenient centres in every part of the Province. Information bearing on these meetings may be had from Dr. W. W. Andrews, Convener of Committee on District Conferences, Saskatchewan Public Education League, 2152 Angus Street, Regina.

12. Arrange for sending delegates to a Provincial Convention.
13. Every Local Branch of Saskatchewan Public Education League should proceed promptly to co-operate with friends of education in adjacent communities, aiding them in every possible way in organising local branches of their own, so that the whole province may be organised for the study of educational reform with the least possible delay.

PUBLIC HOLIDAY

June 30, 1916

It has been suggested by Hon. Walter Scott, as Premier of Saskatchewan and Minister of Education, that upon Friday, June 30, 1916, a public holiday be held throughout the province to bring the matter of educational reform conspicuously before the whole citizen body and to give convenient opportunity for public meetings. If possible these should be organised by the local school boards in co-operation with local members of Saskatchewan Public Education League and other friends of education. The following draft programme is suggested for consideration:

1. *Chairman's address*, very briefly indicating the purpose of this holiday and of the mass meeting, and the nature of this pamphlet. (15 minutes.)
2. *Brief review of substance of speeches* on general educational reform, delivered by the Premier and the Leader of the Opposition in the Legislative Assembly, June 22, 1915. (Keep within 30 minutes.)
3. *An address* on the aims and importance of Elementary and Secondary Education. (Not more than 30 minutes.)
4. *Discussion of proposed improvements* in existing system and of ways and means of carrying them into effect. This should be continued only long enough thoroughly to arouse the interest of those present and should culminate in resolutions. (About 45 minutes.)
5. *General Business*.—This might include arrangements for subsequent mass meetings, and if no Local Branch of Saskatchewan Public Education League has yet been formed, one might now be organised.

SOME OF THE PROBLEMS FOR THE PEOPLE

Of Saskatchewan to Study, so that the Legislature May Learn their Wishes and Needs, with Regard to Education

Note.—Additional information on topics suggested below may be obtained through the Convener of the School Survey Committee, Saskatchewan Public Education League, 2067 Retallack Street, Regina.

The discussion of possible educational reforms might well centre about the consideration of the following seven questions, upon which, after due consideration, a definite expression of opinion is specially desired:

- (1) To what use may the school buildings and grounds be put so as to make the school more truly the educational, social and economic centre of the community? (See notes Nos. 2, 3, 4 and 8, pages 17 and 18. Also "Ideal School," last page.)
 - (2) Have you any suggestions to offer as to securing, training and retaining teachers such as Saskatchewan requires? (See notes Nos. 16 and 17, page 19.)
 - (3) What suggestions have you to offer for securing more thorough official supervision of schools, both public and private? (See note No. 12, page 18.)
 - (4) Would greater efficiency and economy be secured in the management of rural schools if several such schools were placed under a single board of trustees as in our cities? (See note No. 11, page 18.)
 - (5) What ways and means would you suggest for a more economical use of present revenues and for the opening up of new sources of revenue, if, in your opinion, increased efficiency requires increased expenditures? Would public opinion support such increase? (See notes Nos. 13 and 14, pages 18 and 19.)
 - (6) In what ways may the course of studies and examinations in Saskatchewan Public and High Schools be better adapted to provincial needs? (See notes Nos. 6, 7, 9, 10, 15, 19, 20 to 27, pages 17, 18, 19 and 20.)
 - (7) What reforms in connection with school affairs could you inaugurate in your community by local action? (See notes Nos. 1, 4, 5, 6 and 21, pages 17 and 20.)
-

Each of these questions necessarily opens up many other topics, some of the most important of which are grouped and outlined for discussion in the following notes:

A. THE SCHOOL AND THE COMMUNITY. HOW THEY MAY SERVE EACH OTHER MORE EFFECTIVELY.

1. *Improvement dependent upon local action.*

In what ways can the teacher, trustees, pupils, parents and other ratepayers improve the efficiency of your school without waiting for any changes in the school law or regulations. (Also see questions on pages 21 and 22.)

2. *The policy of a school for every child and every child in school and for the longest possible period.*

Many Saskatchewan children are not within reach of a school or for other reasons are not in attendance. How can these defects be remedied? What improvement can you suggest in the present attendance laws? Could provision be made for differences in local conditions and public opinion in different parts of the province, by laying down minimum attendance requirements and empowering communities to enforce, at their option, regulations more stringent than would be practicable for the province as a whole? What suggestions would you make for providing school facilities in outlying settlements not at present within reach of a school?

3. *A Public School and University Extension Policy.*

How can the school system be made to serve best the educational needs of our adult citizen as well as of the children? What about night schools, rural as well as urban, for men and women wishing to improve themselves in English, in agriculture, in the arts of home-making and homekeeping, in citizenship and in other subjects? Should the school system include the employment of itinerant lecturers and supervisors in special subjects? How may the results of scientific investigations into problems of agriculture, health, house planning, etc., be made available to all the people? How, among old and young, can the spirit of investigation through experiment be fostered? How may this end be aided by fairs and industrial exhibitions?

4. *The School as a Community Centre.*

Could the school house be made the headquarters for school and community improvement leagues, community libraries, magazine clubs, wholesome recreation, debating societies, evening studies in citizenship, agriculture and domestic arts, the study of English in the non-English speaking communities, and for co-operative activities of all sorts?

5. *Parents', Pupils' and Ratepayers' Associations.*

How can such associations foster the special educational interests of the local community and the general interests of this campaign?

6. *Technical and Vocational Education.*

What forms should this take in Saskatchewan? How could our schools be made of more practical value in providing preparation for ordinary domestic duties, mechanical arts, agriculture and general business? Should provision be made for industrial continuation classes in urban schools?

7. Rural High Schools as a Branch of Secondary Education.

Secondary schools, which in addition to ordinary academic studies, provide specially for training in agriculture, are already in operation in Minnesota, Mississippi and elsewhere. Would such schools meet a real need in Saskatchewan? If so, what should be their character, course of studies and situation? What area should they serve? How should they be financed?

8. School Gardens and School Fairs.

Their value. Difficulties and objections and how they may be overcome. Services of agricultural secretaries. Co-operation between school districts. Home gardens, poultry keeping, grain selection, etc., as supplementary to school gardens. How should school gardens be used and cared for during the summer vacation?

9. Holidays, School Year and School Hours.

Are these, as at present defined and observed in Saskatchewan, thoroughly adapted to present conditions in this province? Should the fact be officially recognised that many rural pupils can attend only from October until Easter? Should greater latitude be allowed the local authorities in these matters? Would it be desirable to have vacation periods in rural districts adapted to seed time and harvest? If so, how could this be arranged?

10. The Exodus from Country Districts.

To what extent does it exist? What are its causes and how may our schools help remedy it?

B. ADMINISTRATION AND SUPERVISION.

11. Reform of Trustee System.

Could a number of rural school districts be effectively grouped under one school board? Would such larger administrative units help co-operative efforts in connection with school gardening, extension work, community centre activities, etc.? Would this proposal aid in securing better teachers, better supervision, more equality in taxation, better attendance, more open schools and schools open for a longer period?

Should work of trustee board be subject to inspection and report? Could greater use be advantageously made of "official trustees" appointed by the Department.

12. School Inspection.

How may this be made still more effective? In what respects may authority and influence of inspectors and superintendents be judiciously enlarged? Would you approve of the voluntary grouping of rural municipalities under rural superintendents appointed by the Department, ranking as government inspectors and paid in part from municipal funds?

13. School Grants.

What suggestions have you to offer regarding the distribution of grants? For what reasons might portions of the grant be forfeited? Should public schools doing high school work receive special grants?

14. New Sources of Revenue for Educational Purposes.

Have you any practical proposals? To what further extent may lands not lying in any school district in active operation be fairly made to share expense of the educational system? Should the Supplementary Revenue Tax for educational purposes be increased? Should there be a general municipal tax for school purposes?

15. Departmental Examinations.

What simplification or other improvement is possible? To what extent should the year's record of the pupils be recognised? What elements should be noted in this record?

16. Securing Teachers in Adequate Numbers and Retaining Their Services.

What practical suggestions have you for securing a larger supply of trained teachers and for restricting and ultimately eliminating the "permit" system? Means for the promotion of permanency in the teaching profession. Salaries. Pensions. Residences. General improvement of status.

17. Training of Teachers.

Specialisation in rural school methods. Special preparation for teaching non-English speaking beginners. Extended systems of professional reading. Extension of plans for summer training schools for teachers. Institution of further University courses on the history, principles and practice of education. Should the high schools be affiliated with the Normal Schools to provide for elementary (III class) training in methods of teaching, management of children, etc.? What suggestions have you to offer towards increasing the efficiency of the training given to foreign speaking students to serve as teachers in districts where special conditions necessitate their services?

18. Departmental Regulations.

To what extent should the school system be left to Departmental regulations and to what extent should it be detailed in the school law?

C. EDUCATIONAL MEANS.

19. Revision of Curriculum.

What means should be taken to secure for elementary and secondary schools a curriculum (a) intimately correlated with community life, (b) uniform enough to allow of easy transfers from school to school, (c) elastic enough to meet the needs of various types of students and to leave room for local initiative, (d) simple enough to be practical, (e) stable enough not to require continual alterations, and (f) based upon modern pedagogic principles? Are the various subjects of study at present emphasised in accordance with their relative educational importance? Is sufficient attention being given to such fundamental subjects as English, arithmetic? What should our schools be doing for our children in the study of (1) English, (2) Nature, (3) History, (4) Arithmetic? What is your attitude towards homework for school children?

20. Agriculture.

What recognition should it have in the Courses of Study in such a province as this? How it may be kept interesting and vital and prevented from degenerating into a "memory cram" subject? How school agriculture may be related to conditions of particular localities? Aims and methods in urban schools.

21. Domestic Arts.

How may the schools most help present and future homemakers, by instruction in cooking, sewing, care of children, nursing, etc.? How can these studies be made practicable and economical? In what way may the housekeepers of the community co-operate in this branch of work, each of a group of qualified housekeepers teaching a special domestic topic? (The Crete Plan.) How can lunch hour conditions in rural schools be improved?

22. Training for Citizenship.

How can the schools be used more effectively to help both children and adults to understand and fulfil the ordinary duties of citizenship?

23. Music and Art.

What place should these be given in our schools? Are studies that aim at cultivating the love of the beautiful of special importance? How can this be fostered by the adaptation of kindergarten methods to public school needs? Could time devoted to the study of music, under a teacher certificated by the government, be recognised as a definite part of a high school student's year's school work? Educational value of school gramophones and moving pictures. Musical competitions at school fairs.

24. Physical Welfare.

Have matters of health and sanitation received sufficient attention in our schools heretofore? What practical suggestions have you to offer for improvement? How could our schools more effectively teach the care of the body, the prevention of disease, the rational basis of temperance, etc.?

25. Moral Training.

Is sufficient attention being given to the cultivation of moral ideals, the spirit of reverence and a knowledge of sacred things? If religious exercises of a nonsectarian character can be agreed upon by the representatives of the churches, would you favour allowing them to be used in public schools subject to the usual "conscience clause"?

26. Educational Value of Play.

Moral discipline involved. Necessity of developing spirit of "team work" as basis of community co-operation. Supervised play. Equipment. Use of grounds by adults.

27. Exceptional Children.

The best means to secure the proper education of any children who cannot be taught to advantage in ordinary classes and by ordinary methods.

LET REFORM BEGIN AT HOME

In a wise investigation of the successes and failures of schools one great aim is the cultivation of THE HABIT OF SELF-CRITICISM on the part of teachers, trustees, pupils, parents and the local ratepayers generally. Each should be inquiring to what extent the shortcomings of the school may be the result of his own errors. If local school conditions are carefully and candidly analysed in this spirit it is highly probable that important reforms will result quite independently of any action by the Legislature or Department of Education.

A. QUESTIONS ON LOCAL SCHOOL CONDITIONS.

1. How many formal board meetings were held by the trustees in 1915?
2. How many "Public Examinations" were held and how many trustees attended? How many parents? How many other friends of the school?
3. How many visits were made to the school during school hours by the trustees? By parents? By clergymen? By other ratepayers? By other visitors (except school inspector)? Briefly state particulars.
4. Is any provision made for supplying pupils with a warm lunch? Are dishes, etc., supplied so that the meal can be eaten in civilised fashion? Any provision for proper supervision of the children during the noon recess?
5. How often is the school building swept? Dusted? Scrubbed? What arrangements are made regarding caretaking?
6. Are school closets models for neighbourhood? How often are they scrubbed? How often inspected? What disinfectants are used? Is use made of dried earth as a deodorant? How often cleaned out underneath? What is their condition at the time of this investigation?
7. How is the school supplied with drinking water? Is use made of individual drinking cups? If individual drinking cups are used, are they kept in a dust proof cabinet?
8. Is there a school garden? How efficient? Are trees planted around the school grounds? How extensive are the school grounds?
9. How many children in your district belong to families in which the home language is not English? How much time given to teaching English to such children? Is any provision made for instructing non-English speaking adults?
10. How many children of school age are there in your district? How many children of school age are there enrolled? How many children above school age are enrolled? What was the average attendance last year? What steps have been taken to enforce the Compulsory Attendance Law? If none, why?

11. How many children of school age live within a mile of the school? How many others within two miles? How many others within three miles? How many live more than three miles from the school? How many are conveyed to the school in the summer? In winter? At whose expense? What is the character of the country (bluffs, coulees, etc., wild animals, etc.)?
12. How many children in your school district have left school without having completed Grade III? Others that have left without completing Grade IV? Ditto, Grade V? Ditto, VI? What reasons are assigned?
13. How many teachers have been employed in this school in the past three years? What certificates did they hold? Where did the present teacher obtain Normal training? Total length of the present teacher's teaching experience? Salary? Cost of board? Distance of boarding place from school? Is a teacher's residence supplied by the district? Without such a residence being supplied, would it be possible for a married teacher to find a home for his family in your district?
14. How often in the past three years has the school been used for public lectures? What use is made of lantern, kinetoscope, or gramophone? Circulating library? Magazine clubs? What use is made of the building for church purposes? How often has the building been used for public entertainments? What have been the nature of such entertainments? What other use is made of the school as a social or community centre? Is there any local literary or mutual improvement society? Any association of ratepayers for educational purposes? If so, what?
15. Has your school ever had or taken part in a school fair?
16. How many times in three years have your teachers attended the local teachers' convention or institute? How many times have they attended the Provincial Teachers' Association?
17. Have your trustees ever taken part in a district trustees' convention? How often have they sent a representative to the annual convention of the Provincial Association of School Trustees, in the past three years?
18. What special means are taken in your district to interest the pupils in the work of their parents and the parents in the school work of their children? How often is completed school work sent home for examination by the parents? Does the teacher visit freely throughout the district?
19. What means are being taken locally to promote interest and keep the ratepayers informed in connection with the present campaign of discussion regarding the improvement of our school system?

B. SPECIAL SUGGESTIONS FOR TEACHERS.

In connection with the present time of self-examination to which the friends of education in Saskatchewan are devoting themselves, teachers will find it helpful and suggestive if they institute a very systematic survey of methods and results in their own schools. For example, a detailed

written analysis of the time-table showing the number and length of the recitation periods in each subject for each class, per week, and the time devoted to seat work in each subject would help reveal whether any given subject is receiving too much or too little attention compared with others. In like manner, if both teacher and pupils co-operate in a right spirit, it is probable that valuable suggestions might be gained by a similarly thorough inquiry as to the attitude of the pupils towards the various subjects of study. By how many of the pupils is the given subject thoroughly liked? How many like it fairly well? How many are indifferent? How many dislike the subject? It is suggested that after impressing on the pupils the importance of giving candid and thoughtful answers, the teacher give abundant leisure, within a single session, for the preparation of unsigned replies to blackboard questions framed to elicit the desired information. These answers might very well be made the subject of general discussion next day and would probably promote reflection of much practical value.

Much of the success of the whole campaign for better schools will depend on the attitude of the teachers. Saskatchewan Public Education League earnestly invites their active and persistent co-operation and hopes that they will make public or communicate to the Convener of the Survey Committee (confidentially, if they so desire) the results of their investigations and any suggestions or information that may help on the cause of progress.

"AN IDEAL SASKATCHEWAN SCHOOL"

"Opinions will inevitably differ very widely as to what should constitute an ideal school. That we may encourage discussion we would briefly outline our own conception of such an institution. We hope that many rural schools will be established in Saskatchewan where the building will be surrounded by ample gardens and playgrounds which will be suitable for or adjacent to public picnic grounds. There will be plenty of windbreaks and other shade trees. On one corner of the property will stand the teacher's residence, which, in many cases, will be also the local post office. There will be outdoor workshops and, of course, proper stabling. The playgrounds will be supplied with swings, sand piles, and other simple and useful apparatus for outdoor gymnastics and games, and the play will be properly supervised."

"In this school all the children of school age in the community will be enrolled and in regular attendance, and many older boys and girls and adults also will be encouraged to study there whenever they can. The school will have the 'atmosphere' of a happy, healthy, self-respecting farming community. Much less book work will be done than is now expected, but it will be done much better. The healthier bodies and clearer brains of the students, with the curriculum most carefully adapted to the future man and woman in their activities, will contribute much to more efficient scholarship in mathematics, history, grammar, and every other study. In the afternoons much of the study will be done in the open air, when the occupations of the pupils will be chiefly handwork and the like. The teachers and children will eat their noonday meal

together, like civilised and Christian people, and it will include regularly at least one warm dish prepared in connection with the training in domestic arts. No pupils with defective eyes and teeth will suffer through neglect. No pupil will have a task too great for successful accomplishment; and everyone will be encouraged to put his whole energy into the task or sport proper to the hour.

"The school building itself will be attractive in appearance and properly heated and ventilated. It will have verandahs on two sides. Over the door will be the name and a brief motto expressive of the essential purpose the school is intended to serve. The present absurd rows of immovable and unadjustable seats will be replaced by furniture devised and manufactured to meet the special needs of rural communities in Saskatchewan, and thus will be adapted for use by fraternal societies, religious bodies, and other assemblies of adults. There will be far more window space than would be necessary in latitudes where the winter days are longer and brighter than here. Of course, the public reading room for the community, with copies of the most popular and excellent newspapers and magazines, as well as the public library, will be found in the school building. It will also contain varied apparatus for wholesome indoor games. In short, everything practicable will be done to make the school a suitable place for the citizens of the rural community to meet in the evening, or other leisure hours, for self-improvement, and the enjoyment of social intercourse. There will be a public telephone, some such instrument as a Victrola, and a magic lantern. One special use of the latter will be in connection with public lectures.

"The teacher will be a real rural school expert, a settled resident of the community, happy in the present and looking forward to a rural superintendency to crown his career. He will be conscious that, though he will never acquire wealth, he is a potent and recognised force for good in his community, and that he need not fear want when age or illness forces him to retire from his profession. It is a dream worth dreaming and helping to make come true, isn't it? WHO WILL HELP REALISE SUCH AN IDEAL?" (Selected.)

How much can be done in ten years to realise such an ideal, if we begin now?